

Normative behavior of adolescents with intellectual disabilities: A qualitative study

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Abstract

© Author(s). Adolescents, organizing their behavior in the space of school should take into account the system of rules existing in the institution. The development of normative behavior allows the teenager to understand their inner world and people around them. Failure to understand the regulatory requirements reduces the possibilities of social adaptation of teenagers. The aim of this study is to determine the characteristics of perceptual regulations teenagers with intellectual disabilities; study of their ability to foresee the consequences of their behavior. Among the participants there were 30 (13 year old) adolescents with intellectual disabilities and without it in Russia. The expression of perception and interpretation of the imposed situations, the ability of adolescents to anticipating the consequences of their behavior in standard school situations were studied. Adolescents with intellectual disabilities have a lower level of perception of school rules, less successfully master the normative space of school than their typically developed peers. Adolescents with intellectual disabilities have interpretation features of a regulatory situation manifested in the non-inclusion in the analysis of the victim's position reflection and that of the rules offender.

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Keywords

Adolescents, Intellectual disability, Reflection, Social norms, The standard situation